



<p><b>Topic Name – Extreme Earth</b>  <b>Disposition Developing Compassion:</b>  <b>Extreme Earth</b>  Caring for Others, Animals and the Environment</p> 	<p><b>Year Group - Year 3 Spring 1</b>  <b>Topic Purpose Question – How can we use this information and knowledge about natural occurrence to try and keep people safe?</b></p>	<p><b>Curriculum Coverage: Geography</b>  <b>Topic Purpose –</b> To understand the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity to gain a deep understanding of the Earth's key physical and human processes.</p>	<p><b>Class Novel: The Fire-worker Maker's Daughter.</b>  <b>Purpose-</b> Topic Specific vocabulary as well as having increased exposure to modern literature.</p>
<p><b>Links to previous topics.</b>  EYFS Big Wide World  Year 1 Animals Past and Present  Year 2 The Coast</p> <p><b>Links to future topics.</b>  Year 4 Mountains  Year 5 Sow, Grow and Farm</p>	<p><b>Science</b>  <b>Rocks.</b>  Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.</p> <p>Compare and group together different types of rocks on the basis of their appearance and simple physical properties.  <b>Activities:</b> Remind the children of the appearance and properties of the rocks they looked at previously and explain that their different properties mean they are suitable for different uses.</p>	<p><b>Geography</b>  <b>Locational Knowledge</b>  Identify the position and significance of latitude, longitude, Equator.  Activity: Longitude and latitude – locate significant places.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their key physical characteristics.  Activities: Ring of fire – name and locate volcanoes and plate boundaries.</p> <p><b>Place Knowledge</b>  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  Activity: Features of a volcano.</p> <p><b>Physical Geography</b>  Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.  Activities: Earthquakes and earthquake activity – physical process.</p>	<p>Pupils might work by observing rock, including those used in building and gravestones and explore how and why these might have changed over time.</p> <p>Recognise that soils are made from rocks and organic matter.  Activities: Investigate the different soils in the school. Record and display their results for what type of soil they identified in the school grounds. Discuss any discrepancies in their results and explain that there are regional variations in soil type, including within the same locality.</p>
<p><b>Engage Stage/Memorable Experience</b></p> <p>Explore, identify and classify a range of different rock samples. Using a hand lens identify and classify rocks according to whether they have grains or crystals and whether they have fossils in them.</p>	<p>Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.</p> <p><b>Purpose Question: Why are fossils important to scientific investigation?</b></p> <p><b>Key Vocabulary:</b> fossils, soils, sandstone, granite, marble, pumice, crystals</p>	<p><b>Place Knowledge</b>  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  Activity: Features of a volcano.</p> <p><b>Physical Geography</b>  Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.  Activities: Earthquakes and earthquake activity – physical process.</p> <p>Earths layers – structure and characteristics</p> <p>Name, type, describe and properties of rocks – link this to science.</p> <p>Compare and group rocks based on above criteria.</p> <p>Tectonic plates – divided into plates, how move and impact on earth's surface.</p> <p>Features of a volcano.</p> <p>Activity: Share <a href="#">The eruption of Mount Vesuvius audio</a> with the children. After listening, use the <a href="#">Mount Vesuvius sorting cards</a> to help the children discuss the causes and effects of each stage of the eruption.</p> <p><b>Purpose Question: Do you think if Mount Vesuvius erupted again today, would it have the same devastating affects?</b></p> <p><b>Geographical Skills and Fieldwork</b>  Use the eight points of a compass, four grid references to build their knowledge of the wider world.  Activity: The spread of a Tsunami – 8 points of a compass.</p> <p><b>Key Vocabulary:</b> volcanic eruptions, earthquakes, tectonic plates, epicentre, north-east, north-west, south-east, south-west, tsunami, Earth's crust, Sedimentary, Igneous, Metamorphic, volcano, gas, hot magma, ash, liquid magma, magma chamber, vent, Latitude, longitude, active, dormant, extinct, Mount Vesuvius, Laki, Ring of Fire.</p>	<p>Pupils to explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.  Activities: Show the children the <a href="#">How are fossils made? video</a> on BBC Bitesize. After watching the video, ask them to recall and describe each step of fossil formation.</p>
<p><b>Computing</b>  Programming A – Sequencing sounds</p> <p>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.</p> <p><b>Key Vocabulary:</b> Scratch, programming, blocks, commands, code, Sprites, motion, turn, point in direction, go to, glide, event, task, design, order, algorithm, bug, debug</p> <p><b>See computing planning.</b></p>	<p>Pupils to explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.  Activities: Show the children the <a href="#">How are fossils made? video</a> on BBC Bitesize. After watching the video, ask them to recall and describe each step of fossil formation.</p>	<p><b>Physical Geography</b>  Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.  Activities: Earthquakes and earthquake activity – physical process.</p> <p>Earths layers – structure and characteristics</p> <p>Name, type, describe and properties of rocks – link this to science.</p> <p>Compare and group rocks based on above criteria.</p> <p>Tectonic plates – divided into plates, how move and impact on earth's surface.</p> <p>Features of a volcano.</p> <p>Activity: Share <a href="#">The eruption of Mount Vesuvius audio</a> with the children. After listening, use the <a href="#">Mount Vesuvius sorting cards</a> to help the children discuss the causes and effects of each stage of the eruption.</p> <p><b>Purpose Question: Do you think if Mount Vesuvius erupted again today, would it have the same devastating affects?</b></p> <p><b>Geographical Skills and Fieldwork</b>  Use the eight points of a compass, four grid references to build their knowledge of the wider world.  Activity: The spread of a Tsunami – 8 points of a compass.</p> <p><b>Key Vocabulary:</b> volcanic eruptions, earthquakes, tectonic plates, epicentre, north-east, north-west, south-east, south-west, tsunami, Earth's crust, Sedimentary, Igneous, Metamorphic, volcano, gas, hot magma, ash, liquid magma, magma chamber, vent, Latitude, longitude, active, dormant, extinct, Mount Vesuvius, Laki, Ring of Fire.</p>	<p><b>RE</b>  Theme: Jesus' Miracles Concept: Incarnation</p> <p><b>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</b></p> <p>Religion: Christianity</p> <p>Disposition: Being Reflective and Self-Critical</p> <p><b>Key Vocabulary:</b>  Incarnation  Disciples  Miracles</p>
<p><b>Oracy</b></p>  <p><b>Instigate - Starts the discussion or moves it onto a new point.</b></p> <ul style="list-style-type: none"> <li>I think we should consider...</li> <li>I believe...</li> <li>I would like to start by saying...</li> </ul> <p><b>Build - Adds to or builds on an idea.</b></p> <ul style="list-style-type: none"> <li>I agree and would like to add...</li> <li>Building onto what ___ said...</li> </ul> <p><b>Challenge – Give reason/s to disagree or present an alternative argument.</b></p> <ul style="list-style-type: none"> <li>Respectfully, I disagree with.... because....</li> <li>To challenge you, I think....</li> <li>On the other hand, ....</li> </ul>	<p><b>RE</b>  Theme: Jesus' Miracles Concept: Incarnation</p> <p><b>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</b></p> <p>Religion: Christianity</p> <p>Disposition: Being Reflective and Self-Critical</p> <p><b>Key Vocabulary:</b>  Incarnation  Disciples  Miracles</p>	<p><b>PE</b>  <b>Badminton</b>  <b>Teacher Led</b>  To use hard and soft hits.  That different types of hits are needed to reach different areas of the courts.  To move to return to shuttlecock from different areas of the court.  To rally with a partner over a net.  To serve forehand.  To play within the boundaries of the court.  <b>Key Vocabulary:</b> hit, return, court, forehand, shuttlecock, point, score, net, underarm, racquet.</p> <p><b>Games (Basketball)</b>  <b>Sport coach during PPA</b>  To keep possession of the ball when dribbling.  To move forward as a pair to attack.  To use  <b>Key Vocabulary:</b> control, bounce, shoot, target, assist, jump ball, attack, defend, offensive.</p>	<p><b>PSHE</b>  <b>Goals and Dreams</b>  Dreams and Goals  My Dreams and Ambitions  Celebrating My Learning  Careers Day</p>
<p><b>MFL-Spanish</b>  <b>Planning from Language Angels</b>  Animals</p>	<p><b>Music</b>  <b>Taught by Junior Jam</b>  Music Theory with Keyboards  Level 1</p>	<p><b>Art</b>  <b>Drawing</b>  To create sketch books to record their observations and use them to review and revisit ideas.  To improve their mastery of art and design techniques, including drawing, painting, printing and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  Activity: Describe fossil shape, pattern and form.</p> <p><b>Key Vocabulary:</b> Focal point, refine, alter, foreground, middle ground, background, hatching, composition, scale, proportion, grades of pencil.</p>	

